

ASSESSMENT OF SOCIAL FUNCTIONING IN LEAKE AND WATTS
CHILDREN'S HOME, INCORPORATED,
YONKERS, NEW YORK

A THESIS
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CHAPTER I

INTRODUCTION

Significance of Study

This study, executed by social work students of the Atlanta University School of Social Work, class of 1963, is the second in a series of such studies designed to test the model for the assessment of social functioning. The assessment model was prepared by the Human Growth and Behavior and Research Committees of the Atlanta University School of Social Work.

Perlman has stated that implicit in the literature is agreement among social work writers that assessment is important because it requires the worker to sift out pertinent facts from a mass of data and to organize these facts in such a way that he can develop an understanding of the phenomena with which he is working. There is a recognized need for a conceptual scheme or model to be used in practice as one attempts to understand the individual.¹ Werner Boehm has pointed up the importance of assessment by including it as one of the four core activities of all social work.²

A review of the literature indicates that there are a variety of terms used to describe what we refer to in this study as assessment. Elements of assessment are utilized by each of the social work methods. One of the most commonly used terms in casework is "diagnosis", which has been defined by Mary Richmond as an attempt to arrive at as exact a definition

¹Helen Perlman, "The Social Casework Method in Social Work Education," Social Service Review, XXXII (1959), p. 24.

²Werner Boehm, "The Nature of Social Work," Social Work, III (April, 1958), p. 17.

of the social situation as possible. Investigation, or the gathering of evidence, begins the process. She concludes that critical examination and comparison of evidence is the basis for interpreting and defining the social difficulty.¹

Helen Perlman defines diagnosis as:

...the mental work of examining the parts of a problem for the import of their particular nature and organization, for the interrelationship among them, for the relation between them and the means to their solution.

The argument for diagnosis in casework, then, to be precise, is simply an argument for making conscious and systematic that which already is operating in us half-consciously and loosely. It is nothing more or less than bringing into conscious recognition that veritable swarm of intuitions, hunches, insights, and half-formed ideas that we call "impressions;" then scrutinizing them in the light of what knowledge we hold, selecting some as important, casting off others or placing them in our mental filing system for further scrutiny; then putting the pieces together into some pattern that seems to make sense... in explaining the nature of what we are dealing with and relating it to what should and can be done.²

From these two authors of different generations, we can see that the basic idea remains the same, only the manner of expression varies.

From Weiner Boehm's book, included in the curriculum studies, we can see how the term assessment is emerging into use in the casework method. Here he refers to assessment as one of the four core activities in the social casework method, and defines it as the identification and evaluation of those social and individual factors in the client's role performance which make for dysfunction, as well as those which constitute assets and potentialities.³

¹Mary Richmond, Social Diagnosis (New York, 1917), p. 51.

²Helen Perlman, Social Casework (Chicago, 1957), pp. 164-166.

³Werner Boehm, "The Social Casework Method in Social Work Education," Social Work Curriculum Study (New York, 1959), p. 47.

At the present time there is not yet a well defined total conceptual framework for diagnosis and treatment of the family, but there have been various individuals who have provided us with important experiences and research findings which if integrated may well be the beginning of a valid conceptual framework. Thus, as we begin to probe and learn, we find that the complexities seem to multiply and the area of needed investigation, far from decreasing, grows larger and larger.¹

Dr. Gomberg gives an indication as to the need for a clearer understanding of the term assessment in Family Welfare in a paper which he wrote in 1957.² In it he explains thusly:

Our attempt in casework to encompass the larger whole, to include the social factors and the family in our diagnosis, is only partially successful. No diagnostic or conceptual system exists which describes, assesses, or clarifies the family configuration, yet this is clearly needed if the diagnosis of the individual is not to be in a vacuum but rather within the context of the social and emotional environment in which he lives, adjusts, suffers, fails, or succeeds.

In the field of Child Welfare one can see where the term assessment is being used implicitly in terms of making available those resources which will most closely meet the indicated needs of the child as assessed by the caseworker.

It is important to know the needs of the child and his parents as fully as possible to be able to face squarely precisely which needs the available resources can or cannot meet, as measured against past experience with them, and to select the most advantageous. In this sort of evaluation, the gaps in the resources of the community are organized...³

¹Nathan W. Ackerman, Exploring the Base for Family Therapy (New York, 1961), p. 41.

²M. Robert Gomberg, "Family Diagnosis: Trends in Theory and Practice," Social Casework, XXXIX (1958), p. 73.

³Esther Glickman, Child Placement Through Clinically Oriented Casework (New York, 1957), p. 101.

Other terms that are utilized in social work which include components of assessment are:

- Study
- Study-diagnosis
- Social history
- Family diagnosis
- Psycho-social diagnosis
- Analysis
- Programming
- Fact-finding
- Psycho-dynamic formulation

In community organization there are several terms which contain elements of assessment, but the term itself is used infrequently in this particular method of practice.

Evaluation, as used in group work, is a term which, though not identical, contains essential elements of assessment, namely, the evaluation of the problem.

Thus, the variety of terms used in social work to describe the same process, reflects the need for a theoretical frame of reference or model for making an assessment of social functioning.

For the purpose of this study, assessment is defined as the identification and evaluation of those socio-cultural and individual factors in role performance which make for social dysfunction as well as adequate social functioning.

In order to work effectively in a particular method, social work must command a considerable and growing body of specific knowledge. It is the responsibility of practitioners and teachers to identify the additional knowledge and theory essential for practice. Some of this specific knowledge is derived from other disciplines but social workers must select from

the total body of knowledge what is relevant for their use and test it out in their practice.¹

Social work knowledge is drawn from two sources: (1) social work experience and (2) the contribution of other theories and disciplines. This makes for added difficulty in social work assessment. The compartmental lines in social work education are accentuated by the diverse behavioral science roots to which each segment attaches itself.² This diversity is compounded by the variety of concepts used and the vagueness of the language. Fuzzy thinking and poor communication are inevitable with such ill-defined concepts.

There is no universal agreement in the field of social work as to what factors should be included in assessment. Abrams and Dana include certain assessment factors in their discussion of social work rehabilitation.³ Ruth Butler suggests that some of the components which are more readily accepted are motivation, competence in inter-personal relationships and patterns of adaptation. She emphasizes that the task of social work is to select the component which it sees as important to assess when evaluating one's potential for social functioning.⁴

Authorities and practitioners are continuously attempting to identify elements in assessment. Harriett M. Bartlett has recently

¹Harriett M. Bartlett, Analyzing Social Work Practice by Fields (Cambridge, 1961), pp. 52-53.

²Henry Mass, "Use of Behavioral Sciences in Social Work Education," Social Work, III (July, 1958), p. 63.

³Ruth Abrams and Bess S. Dana, "Social Work in the Process of Rehabilitation," Social Work, II (October, 1957), p. 12.

⁴Ruth M. Butler, An Orientation to Knowledge of Human Growth and Behavior in Social Work Education (New York, 1959), p. 53.

constructed a model which sets forth the elements in assessment in medical social work.¹ The model of this study is another such attempt to identify the specific components in assessment.

In conclusion, it can be said that there is still a great deal of confusion in the field as to the nature of assessment; however, the process is used in all three of the major social work methods. From the literature it can be seen that the process is not called "assessment" as such across the board, but other terms are used. These terms seem to be defined differently in the three major methods. Still further, there is no set procedure even within a method. Despite all of this, assessment is a definite process in giving social work help, and it requires further investigation.

Purpose

The purpose of this study is to test the model² of assessment of social functioning prepared by the Human Growth and Behavior and the Research Committees of the Atlanta University School of Social Work by finding out what data are included in social work assessment of social functioning. Agency records were studied to accomplish this purpose.

More specifically, this study is designed to ascertain to what extent there is correspondence between assessment information obtained by

¹Harriett M. Bartlett, Social Work Practice in the Health Field (New York, 1961), pp. 178-184.

²The kind of model referred to in this study involves the construction of a symbolic record for reaching decisions. It may be seen as "a way of stating a theory in relation to specific observations rather than hypotheses...the model structures the problem. It states (or demonstrates) what variables are expected to be involved." Martin Loeb, "The Backdrop for Social Research," Social Science Theory and Social Work Research (New York, 1960), p. 4.

various agencies, fields of practice and core methods, and the factors in the model.¹

Method of Procedure

The beginning phase of this project was carried out through the participation of twenty-seven second-year students of this School, during their six-month block field placement.

The data used by the author were gathered from the closed records of the Social Service Department at the Leake and Watts Children's Home in Yonkers, New York.

Before beginning the actual study, there was a period of orientation to the agency's policies and procedures. The researcher became familiar with the agency's filing system by examining a limited number of open and closed foster home records in the agency's filing cabinets. The writer also found it necessary to read a few of the agency's most recent annual reports in order to obtain general information about the history of the agency. After this was done, more intensive research was engaged in to collect information relating to the history of the agency.

The records used in this study were those closed within a one year span (June 1, 1961 - May 31, 1962). At this agency there are two types of records maintained by the Social Service Department - foster home records and children's records. In this project data were collected from children's records only.

¹"Model" does not imply the correct, approved, or ideal way of carrying on social work assessment. It is expected that assessment may vary according to agency, field of practice, core method, mode of recording, and other variables. Therefore no evaluation of agency records is intended, nor could such an evaluation be an outcome of this study.

The author and another student placed at this particular agency devised a means of randomizing their samples from the total sample of thirty records. The population consisted of fifty-four cases that were arranged in alphabetical order. The technique of interval sampling was employed to obtain the total sample.

After selecting the total number of cases needed in the study, each case was assigned a number on a small piece of paper. The numbers ranged from one to thirty. The thirty numbered items were put into a bag and shuffled, and then the individual items were drawn one at a time in an alternating manner by the two students until each student had obtained fifteen items.

Nature of the Problems

The ten cases studied showed many differences along with many striking similarities. The symptoms of the children showed great variety. The children's symptoms included withdrawal, stuttering, learning difficulties, negativistic behavior, fear of relationships, poor school and peer adjustment, preoccupation with sex, and hyperactivity; the parents' most obvious symptoms were their lack of conformity to societal expectations. For example, in all of the cases studied, all of the children were born out-of-wedlock. The intellectual potential of the children studied ranged from bright to dull-average intelligence with six of the ten children classified in the dull-average group. In all of the ten cases the children had experienced emotional and/or physical deprivation with five of the ten having experienced both physical and emotional deprivation; the remaining five had experienced emotional deprivation only.

The following is an example of the nature of the problem in one of the ten cases studied:

This child is one of five children born out-of-wedlock to an emotionally immature and inadequate woman. F is a girl of high dull-normal overall ability who is very sensitive and keenly conscious of her eye condition (her left eye turns out as in a strabismus condition). During her early years, F was subjected to severe deprivation which seriously impeded her physical and emotional development. When she came into care she was a detached, somewhat apathetic girl with extremely limited knowledge of the realistic environment. She suffered from very deep and extreme feelings of inadequacy.

Scope and Limitations

Records that were analyzed were drawn from the records of agencies used for second year placement by the School. This means that the number of agencies sampled was minute, compared with all agencies in the United States. Furthermore, the sample of agencies was not a randomly selected one. Another limitation is found in the nature of agency records which have not been written for research purposes. Their contents probably reflect not only the agencies' practice of assessment but also their policies and practices in regard to recording.

The writer's inexperience in research techniques may also be a limitation as to the accuracy of the study. More specifically, at the time the data were collected, the definitions of many of the concepts were interpreted narrowly by the researcher, thus limiting the number and kinds of statements that would fall into certain categories.

CHAPTER II

HISTORY OF THE AGENCY

Leake and Watts Orphan House (as it was originally called) was founded in 1827 through the liberality of John G. Leake and John Watts. An act to incorporate the Leake and Watts Orphan Home in the city of New York was passed on March 7, 1831. The stated purpose at that time was to provide shelter, maintenance, education and religious instruction for orphaned needy children.¹

The Annual Report for 1961 states the 1891 admittance rules thusly:

To be admitted in 1891 a child not only had to be an orphan of respectable parents, but had to have a doctor's certificate saying that he was mentally and physically healthy. In addition, only well behaved children were admitted....If any were later found to be habitually immoral, disorderly or ungovernable, they were not retained. Penalties for misdemeanors were severe. They ranged anywhere from meager rations to dismissal.²

Initially, the home was opened in 1843 at 110th Street and Amsterdam Avenue, then in the suburban area of New York City. In 1888 this site was sold to the Cathedral of Saint John the Divine, and in 1891 Leake and Watts purchased thirty acres of land on the dividing lines of New York and Yonkers where the home is presently located.³ Following mergers with the Episcopal Home and the Sevilla-Hopewell Society in 1947 and 1948, the charter name was changed to Leake and Watts Children's Home (Incorporated) with its corporate purpose being to serve dependent and neglected children.⁴

¹The Trustees, The Leake and Watts Orphan House in the City of New York (New York, 1916), p. 5.

²Leake and Watts Children's Home, Inc., The Leake and Watts Annual Report (Yonkers, 1961), p. 3.

³The Trustees, op.cit., p. 7.

⁴Social Service Staff, Leake and Watts Children's Home Social Service Department's Agency Manual, p. 1.

Leake and Watts Children's Home is now a multiple function agency which receives children from the Public Welfare Departments and the Children's Court, from various private agencies, churches, and from their own parents and relatives. Children coming into care are non-delinquent youngsters who for many reasons - death, desertion, illness of parents, parents' emotional problems or the children's own serious behavior problems - must be cared for out of their own homes.¹

The agency currently cares for over four-hundred and fifty children, either through institutional care, foster care, after care or the adoption program. The breakdown as of February 15, 1963 was the following: after care 19, suspended payment 21, adoption homes 13, foster homes 371, and institutional care 72.

To a degree the intake trend of institutional care for children in America can be traced through the development of Leake and Watts Children's Home. Throughout its history it has maintained not only recognized standards of the day, but has instituted new practices before they were generally accepted.² In its evolvement as a social agency, Leake and Watts Children's Home progressed through four overlapping stages; that of being an asylum, a school, a home, and finally to being a social agency.

As an Asylum, in 1831, the function of Leake and Watts Orphan House was to provide physical care to worthy orphans. The individual child was not considered. All the children coming into the institution became a part of the existing group of orphans. At this time no attempt was made to assess

¹Ibid.

²Carolyn C. McEwan, "The Development of the Social Service Department at Leake and Watts Children's Home" (Unpublished Master's Thesis, School of Social Work, Columbia University, 1948), p. 1.

the individual child, how he reacted in a particular way, or what his needs were as an individual. Only records of the child's admission and release from the institution were kept.¹

In the early part of the 1900's, Leake and Watts Orphan House began to reflect the trend of such institutions to begin seeing themselves as a School, with mainly an educational function. The agency began to record information on the child's previous history, health before admission, other institutions attended, school opportunities, reports of mental tests, hospital and dental records, conduct charts; the after care cards included information on living conditions, occupational positions, wages earned and efforts toward higher education. Quoting from the 1916 annual report:

Every fact that we can learn is of value to us in helping to understand the child, and is recorded by us and kept in his folder. Our application blanks if properly filled out by those sending them, cover many points; other facts we get by talking with the friends and relatives who visit the boys and girls, and by our social workers going to the homes of the neighborhoods from which they come to obtain information.²

In 1925 the annual report gave the following as being the purpose of the Leake and Watts Orphan House:

To welcome each home needing child into an atmosphere of love, orderliness, health and happiness; to study each child's family history and to guide him with full knowledge of his physical, mental and moral qualifications; to nourish his body, his mind, his spirit, correct his weaknesses and prepare him to face the world strong and well balanced, efficient and self respecting, to advance the children as rapidly as possible in academic and industrial training, to allow each individual talent, mentality, and character, the fullest liberty of development to the end that no inherent graces of the spirit shall be dominated by institutionalism; to

¹R. M. Hayden, An Historical Account of the Founding and Work of Leake and Watts Children's Home (New York, 1886), p. 1.

²The Leake and Watts Children's Home, Inc., Annual Report for Leake and Watts Children's Home (1916), p. 6.

furnish the full freedom of a real American home to the little ones who need it most.¹

During the latter part of the twenties and the early thirties, the current trend was to consider child welfare institutions as Homes, which is reflected in the Leake and Watts annual report of 1929, wherein Leake and Watts was referred to as "home" not with H, but with "h". Gradually the agency began to recognize that children from backgrounds of emotional and physical deprivation brought with them the effects, conflicts and problems of their families. However, the agency did not have the facilities to handle these newly recognized problems. While the recognition of a child's need for a home and for individual attention was a step forward and contributed to Leake and Watts further progress, it began to be apparent that its function was still to be broadened and developed.²

The turning point in the development of the Leake and Watts Children's Home occurred in 1936, when it first began to function as a Social Agency as well as a Home. At this time the institution began to undergo an intensive examination of its program and philosophy, with the aim of deciding how best it would meet the needs of the individual children under the care of the agency. With the guidance and support of a progressive administration, the social service department was established; it was some time before the workers were accepted by all house staff. The major philosophical changes that took place included the recognition that the parent should be utilized in the placement process, that preparation for discharge

¹The Leake and Watts Children's Home, Inc., Annual Report for Leake and Watts Children's Home (1925), p. 4.

²The Leake and Watts Children's Home, Inc., Annual Report for Leake and Watts Children's Home (1929), p. 2-3.

should begin at intake and that in order to grow emotionally, children need to have some type of parental relationship.¹

During the thirties, the Social Service Department also gave consideration to various casework activities. For example, the work of the Social Service Department, in the first three months of the year as presented in 1936 Survey of the State Department of Welfare included: (1) Visits of relatives to children; (2) Office interviews with parents and relatives; (3) Informal conferences with housemother and teachers; (4) Visits to other agencies; (5) Interviews with the prospective parents for placement of children in after care; (6) Interviews with discharged children in the office undercare; (7) Visits with children to places of interest; (8) Visits with children to guidance clinics.²

Since 1936 the Social Service Department has assumed greater responsibilities in various areas. The 1943 Survey of the State Department of Welfare in referring to the Social Service Department of Leake and Watts institutions reported that:

The expansion of this department has contributed largely to a philosophy which regards each child as endowed with individual personality and potentialities.³

In the past two decades there has been definite evidence of the philosophy and approach of casework at Leake and Watts. The Social Service Department, especially the Director, has accepted the responsibility in this area by working and planning with the administration in a number of ways, both within and outside of the casework area.⁴

¹Carolyn C. McEwan, op. cit., p. 9.

²Ibid., p. 10.

³Carolyn C. McEwan, op. cit., p. 13.

⁴Ibid., p. 15.

Leake and Watts operates with the overall development of the child in mind. The 1953-54 biennial report expresses the philosophy of the Leake and Watts child-care program thusly:

Today's children are tomorrow's adults. It is their right to a comfortable, happy, warm home life; the right to play, to study, to learn, to love and to worship. For those children who have for various reasons been denied the right to all of this in their own home, Leake and Watts attempts to provide the best possible substitutes with all the specialized help necessary to heal the hurts created by their earlier deprivation.¹

Today the agency's entire service is psychiatrically oriented. Services to children begin at intake, with referrals being made to the Director of Social Service who screens applicants and accepts or rejects referrals. Leake and Watts offers care and treatment under four programs: institutional care, foster home care, adoption and after care. These may include psychological, psychiatric and medical facilities before a decision as to placement or referral elsewhere is made. Once the child is placed either in a foster home or in the institution, many other services are made available.²

Casework services to children and families are maintained throughout the child's stay in the institution. The caseworker is truly the life line during the child's placement; being the one sustaining person while he is under agency care. He is the connecting link with the past, the present and future. The caseworker is responsible for maintaining contact with all of the people who have a part in the child's life, for arranging for special

¹ Social Service Staff, The 1953-54 Biennial Report for Leake and Watts Children's Home (Yonkers, 1961), p. 7.

² Social Service Staff, Leake and Watts Children's Home Social Service Department's Agency Manual, p. 2.

services for him when indicated, and for coordinating the various parts of his program.¹

¹Ibid., pp. 4-6.

CHAPTER III

CONTENT ANALYSIS

This chapter is designed to give an analysis of the twenty-one schedule items, as related to the excerpts taken from the ten case records which the author studied. The data analyzed in this chapter are the same items which appear on the tentative model of social work assessment prepared by the Human Growth and Behavior and Research Committees of the Atlanta University School of Social Work (see Model in Appendix). These factors have been categorized under two main headings--personality factors and socio-cultural factors. Under these broad headings, sub-classes were utilized in order to give one a thorough understanding of the schedule focus, namely, assessment of social functioning.

In the following chapter where the author analyzes and gives the total number of excerpts found in relation to a specific item, the reader will note that the total data obtained for race and religion were significantly low. Race, religion and information about family composition are considered an integral part of admission data by the Leake and Watts Children's Home. These factors are routinely included in this agency's assessment method. The author's failure to gather more data for these items does not negate their significance in assessment, nor should it be assumed that these factors were not considered important by this agency. More specifically, at the time the data were collected, the definitions of race, religion and governmental system were interpreted narrowly by the researcher, thus limiting the number and kinds of statements that would fall into these categories.

Personality Factors

Innate or Genetic Potential

Intellectual potential.--The ability to act intelligently is one of the most important, if not the most important, single physiological contribution to personality development.¹ Intelligence, according to the best evidence we have today, is based upon the inheritance of physiological components which make possible intelligent action. We know that average intelligence makes it possible for a child to adjust with reasonable success to his environment, provided that other conditions are favorable. Intelligence is defined as the degree of adequacy to function in situations that require the use of the following mental activities: perception, i.e., conscious awareness of the relationship between events and/or objects; the ability to deal with and use symbols; the overall ability to mobilize resources of the environment and experiences into the services of a variety of goals; and that which can be measured by an IQ test.

For the purpose of this study the concept, intellectual potential, was broken down into classes and the data collected by the author were classified as follows:

<u>Classification</u>	<u>Total</u>
a. Perception	8
b. Use of symbols	4
c. Mobilization of environmental resources	1
d. Tests and measurements	17

Tests and measurements are used most frequently by the Leake and Watts Children's Home in assessing a child's social functioning. The

¹Richard Dewey and W. J. Humber, The Development of Human Behavior (New York, 1951), p. 81.

following is an example of this agency's use of tests and measurements in its program: "A test of overall intelligence places F at the upper range of the dull-normal category."

Since this agency's services are psychiatrically oriented, one would expect the largest number of data to be classified as tests and measurements. Tests are a more precise measure of intelligence than observing an individual's conduct. A test imposes one more step of control than does directed observation.¹ The least number of data were classified as mobilization of environmental resources. Noting that children are the largest number of clients served by the agency in which this study was done, it is not surprising that so few data were classified under this particular class.

Basic thrusts, drives, and instincts.---Tendencies present or incipient at birth, to respond to certain stimuli or situations; the innate propensity to satisfy basic needs. For one who would understand an individual personality, there is nothing more important than insight into the inner forces which drive him to action. Satisfaction of physiological and emotional needs is basic to good adjustment. When a need is satisfied, the person, not merely a part of the person, is satisfied. Drives do not involve segments of the personality.² The Leake and Watts Children's Home recognizes this factor in its assessment of the child. The following table is illustrative of this agency's consideration of basic thrusts, drives, and instincts in its assessment method:

¹Laurence Shaffer and Edward Shoben, The Psychology of Adjustment (Boston, 1956), p. 343.

²Percival M. Symonds, The Dynamics of Human Adjustment (New York, 1946), p. 23.

<u>Classification</u>	<u>Total</u>
a. Motivation for attainment of goals	-
b. Satisfaction of physiological needs	-
c. Satisfaction of emotional needs	19

The classification of all of the data collected as satisfaction of emotional needs does not intend to imply that this is the only aspect of drives, etc., with which the agency is concerned, nor does the lack of excerpts found in relation to the other classes mean that these items are not recognized by this agency. Leake and Watts operates with the overall development of the child in mind. Implied in the agency's present philosophy is its aim to consider the whole child, "...to nourish his body, his mind, his spirit, correct his weaknesses and prepare him to face the world strong and well balanced..."¹

Physical potential.---General physical structure, size, skeleton and musculature; racial characteristics; bodily proportions; temperament; tempo; energy and activity level; bodily resilience and resistance.

This factor is considered as being very important by the Leake and Watts Children's home in its assessment of an individual's social functioning. Certainly physique, including physical appearance, physical strength and coordination, growth rate, height, weight, etc., are important factors in developing the kind of attitudes that a person has about himself.² The following table gives an indication of this agency's awareness and consideration of this factor in its assessment of the client:

¹The Leake and Watts Children's Home, Inc., The Leake and Watts Annual Report (Yonkers, 1961), pp. 7-24.

²Dewey and Humber, op. cit., p. 87.

<u>Classification</u>	<u>Total</u>
a. Physical characteristics	6
b. Temperament	9
c. Energy and activity level	5
d. Resilience and resistance	2

This table indicates that in the ten cases studied, more consideration was given to a person's temperament by this agency. It is obvious from the table that the agency also considers the other items in its assessment of clients.

The following excerpts are examples of the agency's concern with the client's physical potential: Temperament--"He is an extremely alive, volatile child in a state of excitement most of the times." Resilience and resistance--"A is a peaked looking child with...an unhealthy pallor."

Physiological Functioning

Any understanding of personality must include an appreciation of physiological structure and of the biochemical system which underlies it.¹ What a child is to become personality wise is influenced by the chemistry and structure of his organism.²

<u>Classification</u>	<u>Total</u>
Bodily function	9
Health - illness continuum	8

"The health of the child not only influences the child's behavior at the moment, but it has long-term effects on his personality."³ Leake and Watts Children's Home recognizes that the health status of a child throughout childhood, has an influence on his personality in later life.

¹Ibid., p. 18.

²Ibid.

³Elizabeth Hurlock, Child Development (New York, 1956), p. 549.

Physiological functioning is defined as a description of bodily function, normal and abnormal, health or illness according to the stage of development and effect it has on social functioning.

Ego Functioning (Intra-Psychic Adjustment)

Identifiable patterns for reacting to stress and restoring dynamic equilibrium.--As an individual matures and learns, he discovers ways to reduce his drives. Such adjustive habits are often called mechanisms. Mechanisms describe not only the structure of personality but also its operation--personality in action.¹

These mechanisms are part of the process of adjustment and are thought of as dynamic forces having motivating power rather than as static structures.² Adaptive and defense mechanisms are primary, and they constitute the methods of adjustment used by everyone--by normal individuals as well as by those who are maladjusted.

This factor is highly considered by this agency, which is psychiatrically oriented, in its assessment of the client's social functioning. The agency recognizes that everyone, normal and abnormal alike, adjusts to situations in infancy and indeed, throughout life according to dynamic processes. From our knowledge about people, we know that every organism has a tendency to maintain itself and to resist change. The following table illustrates to what extent this factor was given consideration in the ten cases studied:

¹Symonds, op. cit., p. 169.

²Ibid.

<u>Classification</u>	<u>Total</u>
a. Adaptive mechanisms	10
b. Defense mechanisms	14

The following excerpts give evidence of the agency's concern with this factor in its assessment method: Adaptive mechanism--"...when confronted with a real situation, being unable to cope with it in other ways, from fear, he runs away." Defense mechanism--"He is a rather disturbed, though not overtly psychotic boy whose primary defenses are avoidance, withdrawal, and negativism."

Internal organization of personality.--The first criterion of good adjustment is freedom from inner conflict. Personality integration means a relationship between the organism and its environment which has a minimum of contradictory or conflicting components.¹ Freud has made us aware of the extent to which unresolved frustrations are carried about unconsciously over a long period of years, some even from early childhood or infancy. The individual who has accumulated a number of these unrelieved frustrations is almost certain to respond to any new frustration less adequately than one who has worked them out satisfactorily as they arose. Leake and Watts Children's Home recognizes the child's right to be able to express his frustrations and hurts and this agency attempts to provide the best possible substitutes with all the specialized help necessary to heal the hurts created by the child's earlier deprivation. The following table is

¹ Dewey and Humber, op. cit., p. 216.

² The Leake and Watts Children's Home, Inc., The 1953-54 Biennial Report for Leake and Watts Children's Home (Yonkers, 1955), p. 7.

illustrative of the extent to which this factor is considered in this agency's method of assessing the child's social functioning:

<u>Classification</u>	<u>Total</u>
a. Personality (organization) integration	12
b. Capacity for growth--flexibility vs rigidity	12

Internal organization of personality has been defined as the degree of organization of parts of personality, such as id, super-ego, and ego into a whole; personality integration, e.g., flexibility vs. rigidity of ego function, capacity for growth.

Degree of Maturity

Each developmental age has certain undesirable forms of behavior which are normally found at that age and are outgrown as the individual passes on to the next stage of development. Lack of understanding of the normal behavior of children at different ages is responsible for much parent-child friction.¹ In assessing a child's social functioning it is important to keep the child's stage of development in mind when estimating the individual's maturity or immaturity.

In order to fit into society one must play a definite and predictable role. "The person's 'being and becoming' behavior is both shaped and judged by the expectations he and his culture have invested in the status and the major social roles he carries."²

Degree of maturity is judged by the adaptability to role performance in accordance with the person's physiological, intellectual,

¹Hurlock, op. cit., p. 21.

²Helen Perlman, Social Casework (Chicago, 1957), p. 22.

emotional being, stage of development and the integration of cultural, social and physical factors.

The degree of a child's maturity is highly considered by this agency in its assessment of the individual's social functioning.

<u>Classification</u>	<u>Total</u>
Stage of development	19
Role performance	8

The child's stage of development is important in Leake and Watts assessment method. This agency recognizes that consideration of the normal developmental pattern makes it possible for persons who work with children to prepare the child ahead of time for the changes that will take place in his body, his interests, or his behavior.

Self Image

The individual's personality is organized around the concept of self.¹ This agency recognizes that in order to be well adjusted the child must not only have a realistic concept of himself but of even greater importance, he must be willing to accept himself as he is. The following table points up this agency's concern around this factor:

<u>Classification</u>	<u>Total</u>
Objectivity (Self-awareness or insight)	7
Sense of identity	3
Self confidence	17
Sense of meaning	-

Self-image is defined as an individual's opinion concerning himself that can be described by the objectivity with which he views himself; sense

¹Hurlock, op. cit., p. 532.

of identity as manifested by his role performance; self confidence or sense of one's capacities; sense of meaning or purpose in life.

In the ten cases studied, more frequently the excerpts were concerned with the individual's self confidence. For example, "She suffers from very deep feelings of inadequacy..."

Patterns of Interpersonal Relationships and
Emotional Expressions Related Thereto

Patterns of interpersonal relationships.--An individual's ability to form social relationships and interests is an indication of how well-adjusted that individual is.¹ It is a sign of maturity for object love to take the place of narcissistic love, that is, for one to love others for themselves and not for the advantage it may bring him.

This concept is defined as the reciprocal relationships between individuals in social situations and the resulting reactions.

In assessing an individual's social functioning, this agency gives much consideration to the child's patterns of interpersonal relationships and emotional expressions related thereto.

<u>Classification</u>	<u>Total</u>
Formulation of reciprocal relationships	16
Involvement in social situations	10

The following excerpts illustrate data obtained in relation to patterns of interpersonal relationship and emotional expressions related thereto: Formulation of reciprocal relationships--"B is very insecure, immature, unrelated, frightened and ill-at-ease with adults." Involvement in social situations--"She establishes relationships quite easily..."

¹Symonds, op. cit., p. 575.

Internalizations of Culturally Derived Beliefs,
Values, Activity--Patterns, and Norms

Internalizations.--The individual, to varying degrees, makes the goals, purposes, and ideals of the culture his own. The interests of the individual merge and become inseparable.¹ Custom and tradition are of no slight significance in the personality development of the child. To be well adjusted in any cultural group, the individual must accept the approved cultural norm as his own standard.² The following table illustrates the extent to which this factor is considered by the Leake and Watts Children's Home in its method of assessment:

<u>Classification</u>	<u>Total</u>
a. Acceptance--rejection (attitudes)	10
b. Conformity--non-conformity (behavior)	6

Socio-Cultural Factors

Cultural Derivations

Beliefs and values.--"The behavior of an individual, separately or as a member of a group, will be influenced by what we call his belief system, that is, by his view of the world in which he lives--his deepest convictions, not just his passing whims."³

Belief is defined as a prevailing attitude or conviction derived from the culture which may have evolved rationally or non-rationally and is accepted without critical reasoning; value is the assumed capacity of any object to satisfy a human desire.

¹Hurlock, op. cit., p. 565.

²Ibid.

³Kimball Young, Social Psychology (New York, 1956), p. 186.

The following table is illustrative of the extent to which beliefs and values are considered by the Leake and Watts Children's Home in its assessment of the individual child:

<u>Classification</u>	<u>Total</u>
a. Reasoned--non-reasoned continuum	10
b. Implications for role performance	24

In relation to beliefs and values, implications for role performance is given priority in this agency's assessment method. The agency strongly believes in preparing the children under its care for various roles in life.¹ This fact is borne out in the following excerpt: "She said that when a youngster grows into a mature man, he is supposed to get married, to have children and to raise a family."

Activity patterns.---The definition of this concept has been broken down into the following classes:

<u>Classification</u>	<u>Total</u>
a. Acceptable--non-acceptable continuum	8
b. Relationship effect on primary or secondary group membership	18

This concept has been defined as standardized ways of behaving, under certain stimuli or in certain interactional situations, which are accepted or regulated by the group or culture.

In this agency the relationship effect on primary or secondary group membership is given priority in the assessment of an individual's social functioning. The children under care live in groups (either as a foster or adoptive child in a family group, or as a member of a cottage

¹The Leake and Watts Children's Home, Inc., The 1953-54 Biennial Report for Leake and Watts Children's Home (Yonkers, 1955), p. 7.

group), and the agency recognizes that the child's ability or inability to be a part of a group is very important in terms of his adjustment. Through group interaction the child learns to adjust to other people and thus, becomes a socially well-adjusted individual.¹

Family.--What type of home life the child has is important to his personality development. "The child's attitudes and behavior are markedly influenced by the family, into which he is born and in which he grows up."² The home is the child's first environment, and it sets the pattern for his attitudes toward people, things, and life in general.³

Family is conceived of being a social group, composed of parents, children, and other relatives, in which affection and responsibility are shared.

The following table illustrates the extent to which this factor is given consideration in this agency's method of assessment:

<u>Classification</u>	<u>Total</u>
a. Composition	4
b. Interactional patterns	24

In relation to the family, interactional patterns are given priority by this agency in its assessment of a child's social functioning. In the area of social adjustment, the influence of family relationships is especially marked. It is through family relationships, especially relationships with the parents, that the child learns to conform to group standards, mores, and traditions, and to cooperate with others.⁴

¹Hurlock, op. cit., p. 294.

²Ibid., p. 481.

³Ibid.

⁴H. E. Freeman and M. Showel, "The Role of the Family in the Socialization Process," Journal of Social Psychology, XXXVII (June, 1953), p. 99.

The following is an example of an excerpt showing interactional patterns: "A's main problem was not being able to get along with her mother and her mother likewise with her."

Educational system.--The social organization directed toward the realization of the socially accepted values by means of training in knowledge, attitudes, and skills.

<u>Classification</u>	<u>Total</u>
a. Attitude toward learning	5
b. Level of achievement and adjustment	21
c. School administrative actions	4

The child's level of achievement and adjustment is given priority in this agency's assessment method. School experience sometimes has a detrimental effect on an individual's adjustment, whereas it should be constructive and integrative.¹ Leake and Watts is concerned with the child's total development, and recognizes the impossibility of separating his intellectual functions from his emotions and his personal and social adjustments.

Peer group.--The definition of this concept has been broken down into the following classes:

<u>Classification</u>	<u>Total</u>
a. Type (Structured--unstructured)	5
b. Interactional patterns	23

The child's peers play a role of great importance in the formation of his patterns of social behavior and attitudes.² How the group treats

¹ Shaffer and Shoben, op. cit., p. 552.

² Elizabeth Hurlock, Adolescent Development (New York, 1955), p. 104.

the individual and what they expect him to be in order to be acceptable are factors of major importance in forming his patterns of social behavior.¹

Peer group is defined as a group whose members have similar characteristics as to age, sex, et cetera.

This agency places a great deal of emphasis on the interactional patterns which exist in the child's peer group. Little emphasis is put on the type of group; however, this is given some consideration by this agency. This is borne out in the following excerpt: "A is presently in a weekend club group of peers..."

Ethnic group.--The following table is a breakdown of this factor:

<u>Classification</u>	<u>Total</u>
a. Biological characteristics	9
b. Socially imposed characteristics	-
c. Interactional patterns	4

From the above table it appears that this agency gives priority to biological characteristics in its assessment of an individual's social functioning. However, this is not an accurate conclusion to make since from the writer's own experience as a worker in this agency she knows that the agency is much more concerned with interactional patterns. The agency is an integrated one and it is much more concerned with the individual child's attitude toward members of other races with whom he lives. This is especially true of children who live at the institution. "The social significance of race lies in the prejudices and attitudes of such groups toward each other, not in scientific demonstrations of differences; in the way various race groups treat each other when they meet, not in the genes."²

¹ Ibid.

² Paul H. Landis, Man in Environment (New York, 1954), p. 228.

Ethnic group is a group which is normally endogamous, membership being based on biological or cultural characteristics and traditions.

Class.--Membership in a social-class group affects the child by restricting his learning to a particular social pattern of behaving and believing.¹ The Leake and Watts Children's Home considers this factor in its assessment of the child's social functioning. This is borne out in the following excerpt: "(The foster mother) said that she wants W to learn some of the behavior of middle class people like herself."

The following table illustrates this agency's concern for the concept, class, in its assessment method:

<u>Classification</u>	<u>Total</u>
a. Level of stratification status	9
b. Behavioral indications	8

Though "level of stratification status" was given priority in the ten cases studied, one can see from this table that "behavioral indications" is given almost equal consideration in this agency's assessment method.

The concept, class, has been defined in this study as a stratified social grouping organized in a hierarchy of relationships.

Territorial group.--Society has a territorial dimension. Groups tend to be formed on the basis of their occupying a common territory. The spatial structure of groups has a vital bearing on interaction pattern and on personality formation as it affects the individual.²

The following table shows the extent to which this factor is given consideration in this agency's assessment method:

¹Hurlock, op. cit., p. 289.

²Paul H. Landis, op. cit., p. 187.

<u>Classification</u>	<u>Total</u>
a. Designation of area	5
b. Behavioral indications	5

As the table reveals, the Leake and Watts Children's Home is interested in the "designation of area" and the "behavioral indications" as related to territorial group in its assessment of a child's functioning.

Territorial group is a locality group which has developed sufficient social organization and cultural unity to be considered a regional community.

The following examples illustrate this agency's use of territorial group in its assessment of the individual's social functioning: Designation of area--"The children originally lived in lower Harlem..." Behavioral indications--"F has often mentioned running away from her present environment and returning to Harlem..."

Economic system.--The focus of any culture tends to be on its economic arrangements.¹ Economic system is defined as a system concerned with the creation and distribution of valued goods and services. The very complex economic culture of our society has many sociological implications.² This factor is considered as being important by this agency in its assessment of the individual's social functioning:

<u>Classification</u>	<u>Total</u>
a. Status of employment	2
b. Financial status	3
c. Behavioral indications	5

Behavioral indications are noted more frequently by this agency in its assessment method. In the excerpts found, more frequently the worker

¹ Paul Meadows, Culture of Industrial Man (Lincoln, 1950), p. 30.

² Landis, op. cit., p. 364.

was concerned with the individual's attitude toward this aspect of our social order.

For example, "...J would not work even when the Brooklyn Employment Service notified him that a job was available."

Governmental system.--The definition of this factor has been broken down into the following classes:

<u>Classification</u>	<u>Total</u>
a. Units	9
b. Political ideology	-
c. Behavioral indications	10

Governmental system refers to governmental units, for example, courts, police, various forms of governmental and political parties.

Government is a system of social control which is above all others in the experience of man. As a part of the culture in which an individual finds himself, he is directly or indirectly affected by several levels of political control.¹ This agency emphasizes the behavioral indications of an individual's involvement with the government. This factor is definitely utilized in this agency's method of assessment as the majority of its clients are referred either by the Children's Court or the Department of Public Welfare. At this agency, the source of the referral is always mentioned in the case recording, either during intake, or when a referral summary is written.

Religious system.--To be happy and well adjusted in life, the individual must have some religious belief or some philosophy for life.²

¹ John Biesanz and others, Modern Society (New York, 1954), p. 465.

² Elizabeth Hurlock, Adolescent Development (New York, 1955), p. 295.

Religious system is concerned with symbols, doctrines, beliefs, attitudes, behavior patterns and systems of ideas about man, the universe, and divine objects, and which is usually organized through association. When religious adjustment is satisfactory, it gives the individual a feeling of security and belonging that contributes to his adjustments and that acts as a source of motivation. It helps the individual to establish a set of values and goals that are essential to give meaning to his life.¹

This factor is considered as being very important by the Leake and Watts Children's Home, although the author was only able to find a total of sixteen excerpts out of a possible thirty. The face sheet in each child's record has information regarding the child's religion. "(Some of the children) attend churches of their faith in the community. The others attend services in the agency's St. Christopher Chapel."²

The following table illustrates the classification of excerpts found by the author in the ten cases studied:

<u>Classification</u>	<u>Total</u>
a. Membership or affiliation	7
b. Expression of belief	6
c. Behavioral indications	3

The following excerpt is an example of expression of belief: "She feels that all children should learn something about the teachings of Jesus."

It is evident from the discussion and analysis of data which have been presented, that although the Leake and Watts Children's Home has no

¹ Ibid., p. 295.

² The Leake and Watts Children's Home, Inc., The Leake and Watts Annual Report (Yonkers, 1961), p. 11.

"formal" design which it utilizes in assessing social functioning, the agency does consider all of the personality and socio-cultural factors in its method of assessment.

CHAPTER IV

STATISTICAL CLASSIFICATION AND ANALYSIS

This chapter is designed to present the data in tabular form with analysis. Tables were constructed to show the results of the analysis of each of the twenty-one schedule items in terms of items two through nine on the schedule (see schedule form in Appendix). Included in this chapter is an interpretation which attempts to point out significant observations pertinent to the study.

Like the Model of Assessment of Social Functioning, the tables were divided into two parts: those factors related to personality and those having to do with socio-cultural factors. This division serves as a format for the presentation which follows:

Incidence of Data

Table 1 depicts the incidence of data for each of the twenty-one schedule items. A grand total of four-hundred and ninety-nine excerpts were found in relation to the twenty-one items; two-hundred and fifty-one excerpts pertaining to the personality factors and two-hundred and forty-eight excerpts having to do with the socio-cultural factors. The reader will note that the variables in the total incidence column on this table differ from those in the same column on the other seven tables. Though the researcher noted that some records contained as many as four excerpts relating to a particular item, only the three most significant excerpts were copied; however, tally marks on the schedules indicated the additional data.

Of the total number of excerpts found, more frequently schedules bore a total of three insertions per item; this was true of both the

TABLE 1
INCIDENCE OF DATA

Factors	Schedules With Data					Schedules With No Data
	Total In- cidence	One	Two	Three	Four	
I. Personality						
A. Innate or Genetic Potential						
1. Intellectual potential	40	-	-	-	10	-
2. Basic thrusts, drives, instincts	19	2	4	3	-	1
3. Physical potential	26	1	3	1	4	1
B. Physiological Functioning	17	4	2	3	-	1
C. Ego Functioning						
1. Identifiable patterns for reacting to stress	29	1	4	-	5	1
2. Internal organization of personality	24	2	2	6	-	-
D. Degree of Maturity	27	-	3	7	-	-
E. Self-Image	27	-	3	7	-	-
F. Patterns of Interpersonal Relationships	26	-	4	6	-	-
G. Internalizations of Cul- turally Derived Beliefs, Values, Activity-Patterns and Norms	16	5	4	1	-	-
Sub-total	251	15	29	34	19	4

TABLE 1 (Continued)

Factors	Schedules With Data					Schedules With No Data
	Total In- cidence	One	Two	Three	Four	
II. Socio-Cultural						
A. Cultural Derivations						
1. Beliefs and values	35	3	3	2	5	
2. Activity-patterns	29	-	4	3	3	
B. Social Structure and Dynamics						
1. Family	32	1	3	7	-	
2. Educational system	35	-	-	9	2	
3. Peer group	32	-	4	8	-	
4. Ethnic group	13	3	5	-	-	2
5. Class	19	4	2	1	2	1
6. Territorial group	10	4	3	-	-	3
7. Economic system	10	2	4	-	-	4
8. Governmental system	19	4	3	3	-	-
9. Religious system	18	2	4	-	2	2
Sub-total	248	27	35	33	14	12
Grand total	499	42	64	67	33	14

personality and the socio-cultural factors. It was significant to note also that a large number of the schedules contained two excerpts. For four of the schedule items relating to the personality, in one instance each, no data were obtained for basic thrusts, drives and instincts, physical potential, physiological functioning, and identifiable patterns for reacting to stress. On one to four schedules there were a total of five socio-cultural factors for which no data could be found.

The highest incidence of data related to the personality factors was entered under "intellectual potential". All of the schedules had a total of four excerpts pertaining to intellectual potential. It was also interesting to note that the total data pertinent to degree of maturity and identifiable patterns for reacting to stress were significantly high. Only two personality factors had an incidence of data below eighteen; physiological functioning and internalizations of culturally derived beliefs, values, activity-patterns, and norms. Although the incidence for internalizations of culturally derived beliefs, values, activity-patterns and norms was relatively low, all of the schedules bore one or more data. For two of the schedule items relating to the socio-cultural factors, a total of thirty-five data were found; these items were beliefs and values and educational system. The findings under family and peer group were significantly high also. Only two items pertaining to culture had an incidence of data below eleven, territorial group and economic system. The largest number of schedules had two data on the socio-cultural side. Although ethnic group and religion are factors routinely considered at Leake and Watts when an assessment of a child is made, the writer only recorded thirteen and eighteen excerpts respectively under these factors. This does not negate their

significance in assessment, nor should it be assumed that this factor was not considered important by the agency. More specifically, at the time the data were collected, the definitions of many of the concepts were interpreted narrowly by the researcher, thus limiting the number and kinds of statements that would fall into these two categories.

Person Discussed

Table 2 indicates the person discussed in each excerpt entered under a particular item on the schedule. Of the four-hundred and fifty-nine excerpts obtained, a little more than seventy-three per cent of these show the client (child) to be the person discussed. The client made up eighty-six per cent of the total data under the personality factors; under the socio-cultural factors just over sixty-three per cent. This table further illustrates the worker's involvement to varying degrees with other persons in the child's previous and/or immediate environment. It was significant to note that when the assessment of the individual was made in light of socio-cultural factors, more people were included.

In comparing the frequency of the client's parent as the person discussed, it was significant to note that on the socio-cultural side, this particular category received a relatively large number of excerpts; this was particularly true of the family. The implication here is that this agency does involve itself in work with the child's parents around the possible return of the child to his own family.

Location of Data

Table 3 illustrates the location of the excerpts in the case record. A little more than ninety per cent of the total data were located in the social work narrative. This is in keeping with table 5 which shows that the greatest amount of information was obtained by social workers.

TABLE 2
PERSON DISCUSSED

Factors	Total Incidence	Schedules With Data					Schedules With No Data
		Client	Client's Parent	Foster Parent	Client and Foster Parent	Client and Relative	
I. Personality							
A. Innate or Genetic Potential							
1. Intellectual potential	30	30	-	-	-	-	-
2. Basic thrusts, drives, instincts	19	18	-	-	-	1	1
3. Physical potential	22	21	1	-	-	-	1
B. Physiological Functioning	17	15	2	-	-	-	1
C. Ego Functioning							
1. Identifiable patterns for reacting to stress	24	21	3	-	-	-	1
2. Internal organization of personality	24	17	6	1	-	-	-
D. Degree of Maturity	27	22	5	-	-	-	-
E. Self-Image	27	24	3	-	-	-	-
F. Patterns of Interpersonal Relationships	26	22	4	-	-	-	-
G. Internalizations of Culturally Derived Beliefs, Values, Activity-Patterns, and Norms	16	10	4	2	-	-	-
Sub-total	232	200	28	5	-	1	4

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TABLE 2 (Continued)

Factors	Schedules With Data						Schedules With No Data
	Total Incidence	Client	Client's Parent	Foster Parent	Client and Foster Parent	Client and Relative	
II. Socio-Cultural							
A. Cultural Derivations							
1. Beliefs and values	30	14	8	5	-	3	-
2. Activity-patterns	26	23	-	1	-	2	-
B. Social Structures and Dynamics							
1. Family	28	-	16	2	-	10	-
2. Educational system	30	30	-	-	-	-	-
3. Peer group	28	28	-	-	-	-	-
4. Ethnic group	13	13	-	-	-	-	2
5. Class	17	6	9	2	-	-	1
6. Territorial group	10	7	2	-	-	1	3
7. Economic system	10	5	2	-	1	2	4
8. Governmental system	19	8	2	-	9	-	-
9. Religious system	16	9	3	1	2	1	2
Sub-total	227	143	42	11	12	19	12
Grand total	459	343	70	14	12	20	14

TABLE 3
LOCATION OF DATA

Factors	Schedules With Data				Schedules With No Data
	Total Incidence	Referral Summary	Closing Summary	Narrative	
I. Personality					
A. Innate or Genetic Potential					
1. Intellectual potential	30	2	1	27	-
2. Basic thrusts, drives, instincts	19	1	1	17	1
3. Physical potential	22	1	3	18	1
B. Physiological Functioning	17	-	1	16	1
C. Ego Functioning					
1. Identifiable patterns for reacting to stress	24	-	2	22	1
2. Internal organization of personality	24	1	4	19	-
D. Degree of Maturity	27	2	2	23	-
E. Self-Image	27	1	2	24	-
F. Patterns of Interpersonal Relationships	26	1	-	25	-
G. Internalizations of culturally Derived Beliefs, Values, Activity-Patterns, and Norms	16	-	1	15	-
Sub-total	232	9	17	206	4

TABLE 3 (Continued)

Factors	Schedules With Data				Schedules With No Data
	Total Incidence	Referral Summary	Closing Summary	Narrative	
II. Socio-Cultural					
A. Cultural Derivations					
1. Beliefs and values	30	-	-	30	-
2. Activity-patterns	26	-	1	25	-
B. Social Structures and Dynamics					
1. Family	28	7	2	19	-
2. Educational system	30	-	1	29	-
3. Peer group	28	2	4	22	-
4. Ethnic group	13	1	-	12	2
5. Class	17	-	2	15	1
6. Territorial group	10	-	-	10	3
7. Economic system	10	-	-	10	4
8. Governmental system	19	2	1	16	-
9. Religious system	16	1	-	15	2
Sub-total	227	13	11	202	12
Grand total	459	22	29	412	14

Eighty-eight and seven-tenths per cent of the total data related to personality were found in the narrative part of the record. Eighty-eight per cent of the data pertaining to the socio-cultural factors were found in the narrative part of the record. The least number of excerpts in the total sample were taken from referral summaries. This implies that the majority of the excerpts came about as a result of the social worker at this agency being concerned with recording information that was pertinent to both the Personality and Socio-cultural factors in his contacts with the client. At Leake and Watts Children's Home, the narrative part of the record includes information relevant to the social worker's daily, weekly, or monthly contacts with the child or other persons or resources in the child's environment. It was significant to note that the largest amount of information found in the referral summaries was in relation to the family, whereas, information about any of the other items found in this part of the record was rather minute. The family comprised approximately a third of the total excerpts found in the referral summary of the records.

Stage in Contact

Table 4 indicates the stage in agency contact when the data were obtained. More of the data were obtained during the late stage than during any other. Thirty-two per cent of the total number of excerpts were obtained during the late stage in contact as compared to only twenty-eight excerpts being obtained during the referral period. More data were probably recorded in reference to beliefs and values, patterns of interpersonal relationships, and internalizations of culturally derived beliefs, values, activity-patterns, and norms during the late stage in contact because of the fact that the child was maturing and it was easier for him to express

TABLE 4
STAGE IN AGENCY CONTACT

Factors	Schedules With Data						Schedules With No Data
	Total Incidence	Referral	Intake	Early	Late	Closing	
I. Personality							
A. Innate or Genetic Potential							
1. Intellectual potential	30	2	6	12	7	3	-
2. Basic thrusts, drives, instincts	19	3	5	6	4	1	1
3. Physical potential	22	1	9	5	4	3	1
B. Physiological Functioning	17	-	-	2	12	3	1
C. Ego Functioning							
1. Identifiable patterns for reacting to stress	24	-	3	10	6	5	1
2. Internal organization of personality	24	-	3	6	8	7	-
D. Degree of Maturity	27	2	2	11	9	3	-
E. Self-Image	27	1	1	7	10	8	-
F. Patterns of Interpersonal Relationships	26	1	4	5	13	3	-
G. Internalizations of Culturally Derived Beliefs, Values, Activity-Patterns, and Norms	16	-	-	2	13	1	-
Sub-total	232	10	33	66	86	37	4

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TABLE 4 (Continued)

Factors	Schedules With Data						Schedules With No Data
	Total Incidence	Referral	Intake	Early	Late	Closing	
II. Socio-Cultural							
A. Cultural Derivations							
1. Beliefs and values	30	2	1	12	15	-	-
2. Activity-patterns	26	1	1	15	8	1	-
B. Social Structures and Dynamics							
1. Family	28	6	12	4	2	4	-
2. Educational system	30	1	1	12	12	4	-
3. Peer group	28	2	2	5	10	9	-
4. Ethnic group	13	1	6	2	4	-	2
5. Class	17	-	-	5	8	4	1
6. Territorial group	10	-	-	5	1	4	3
7. Economic system	10	-	1	2	6	1	4
8. Governmental system	19	4	7	1	3	4	-
9. Religious system	16	1	-	4	8	3	2
Sub-total	227	18	31	67	77	34	12
Grand total	459	28	64	133	163	71	14

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his beliefs and values; also the child was nearing the point of discharge, thus, the worker was concerned with recording information about the child's patterns of interpersonal relationships since the child would be entering into new situations. Twenty-nine per cent of the total data were obtained during the early stage in contact as opposed to only sixty-four excerpts obtained during the intake stage, especially on family. This implies that as the social worker and the child got to know each other, the worker was able to gain more information about the client's life situation.

It was of significance to note that information pertaining to a child's intellectual potential was obtained more frequently during the early stage in contact; a significant amount of data pertaining to beliefs and values and educational system was also obtained during the early stage. This is in keeping with the agency's recognition that the diagnosis of the client's current potentials and abilities are important in order for the worker to think in terms of a casework goal. This agency utilizes its psychiatric facilities in assessing the client's current functioning either before he is brought into care or soon after he has been brought into care. At one time or another all of the children under care receive a psychological and/or psychiatric evaluation.

Origin of Data

From table 5 it is seen that more information was obtained by social workers than by any other discipline. Ninety per cent of the total data were obtained by the social worker in the agency from which the information was gathered; three per cent of the total data were obtained by social workers in other agencies. Ninety-three per cent of the total data were obtained by social workers, whereas, only seven per cent of the data

TABLE 5
ORIGIN OF DATA

Factors	Information Obtained By					Schedules With No Data
	Total In- cidence	Social Work- ers in Own Agency	Other Dis- cipline in Other Agency	Other Dis- cipline in Own Agency	Social Worker in Other Agency	
I. Personality						
A. Innate or Genetic Potential						
1. Intellectual potential	30	13	-	17	-	-
2. Basic thrusts, drives, instincts	19	17	-	-	2	1
3. Physical potential	22	22	-	-	-	1
B. Physiological Functioning	17	17	-	-	-	1
C. Ego Functioning						
1. Identifiable patterns for reacting to stress	24	22	-	2	-	1
2. Internal organization of personality	24	19	-	4	1	-
D. Degree of Maturity	27	25	-	-	2	-
E. Self-Image	27	26	-	-	1	-
F. Patterns of Interpersonal Relationships	26	26	-	-	-	-
G. Internalizations of Culturally Derived Beliefs, Values, Activity-Patterns, and Norms	16	16	-	-	-	-
Sub-total	232	203	-	23	6	4

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TABLE 5 (Continued)

Factors	Information Obtained By					Schedules With No Data
	Total Incidence	Social Workers in Own Agency	Other Discipline in Other Agency	Other Discipline in Own Agency	Social Worker in Other Agency	
II. Socio-Cultural						
A. Cultural Derivations						
1. Beliefs and values	30	30	-	-	-	-
2. Activity-patterns	26	26	-	-	-	-
B. Social Structures and Dynamics						
1. Family	28	28	-	-	-	-
2. Educational system	30	17	12	1	-	-
3. Peer group	28	28	-	-	-	-
4. Ethnic group	13	10	-	-	3	2
5. Class	17	17	-	-	-	1
6. Territorial group	10	9	-	-	1	3
7. Economic system	10	10	-	-	-	4
8. Governmental system	19	16	-	-	3	-
9. Religious system	16	15	-	-	1	2
Sub-total	227	206	12	1	8	12
Grand total	459	409	12	24	14	14

were obtained by other disciplines; more frequently, other disciplines obtained data relating to intellectual potential. Of significance, information pertaining to personality factors was frequently obtained by other disciplines in this agency; only once did one of the other disciplines in this agency obtain information relating to the socio-cultural factors.

[ⁿ"Other discipline in own agency" refers to the psychologist, psychiatrist or medical facility within the agency's structure. In all instances "other discipline" refers to school personnel in the community."⁷ It was of significance to note that only under one item, namely educational system, was mention made of a discipline outside of the structure of the agency. It is evident from the table that this agency concerns itself with many disciplines in its treatment program. In this agency, the social worker, psychiatrist, and psychologist carry responsibility for diagnosis of the child's problems and development of appropriate individual treatment programs. The medical doctor is used in terms of the child's physiological functioning. The agency works very closely with the school in which the child is enrolled, as it is felt that everyone concerned with the child has an important role in carrying out this program.

Source of Data

Table 6 shows the source from which the information was obtained. Approximately seventy-seven per cent of the total number of excerpts obtained resulted from the observation or impression of social workers. It was significant to note that social workers contributed a larger percentage of data relating to socio-cultural factors than to personality factors. Only seventy-two of the four-hundred and fifty-nine excerpts were obtained from the client himself, especially beliefs and values. Five per cent of

TABLE 6
SOURCE OF DATA

Factors	Information Obtained By				Schedules With No Data
	Total Incidence	Client	Observation or Impression of Social Worker	Data From Tests	
I. Personality					
A. Innate or Genetic Potential					
1. Intellectual potential	30	-	13	17	-
2. Basic thrusts, drives, instincts	19	-	19	-	1
3. Physical potential	22	-	22	-	1
B. Physiological Functioning	17	9	8	-	1
C. Ego Functioning					
1. Identifiable patterns for reacting to stress	24	-	22	2	1
2. Internal organization of personality	24	-	19	5	-
D. Degree of Maturity	27	-	27	-	-
E. Self-Image	27	11	16	-	-
F. Patterns of Interpersonal Relationships	26	2	23	1	-
G. Internalizations of Culturally Derived Beliefs, Values, Activity-Patterns, and Norms	16	11	5	-	-
Sub-total	232	33	174	25	4

TABLE 6 (Continued)

Factors	Information Obtained By				Schedules With No Data
	Total In- cidence	Client	Observation or Impression of Social Worker	Data From Tests	
II. Socio-Cultural					
A. Cultural Derivations					
1. Beliefs and values	30	21	9	-	-
2. Activity-patterns	26	-	26	-	-
B. Social Structures and Dynamics					
1. Family	28	-	28	-	-
2. Educational system	30	10	20	-	-
3. Peer group	28	1	27	-	-
4. Ethnic group	13	-	13	-	2
5. Class	17	-	17	-	1
6. Territorial group	10	-	10	-	3
7. Economic system	10	-	10	-	4
8. Governmental system	19	-	19	-	-
9. Religious system	16	7	9	-	2
Sub-total	227	39	188	-	12
Grand total	459	72	362	25	14

TABLE 7
BREADTH OF DATA

Factors	Number of Sources of Information			Schedules With No Data
	Total In- cidence	One	Two	
I. Personality				
A. Innate or Genetic Potential				
1. Intellectual potential	30	16	14	-
2. Basic thrusts, drives, instincts	19	19	-	1
3. Physical potential	22	22	-	1
B. Physiological Functioning	17	16	1	1
C. Ego Functioning				
1. Identifiable patterns for reacting to stress	24	18	6	1
2. Internal organization of personality	24	13	11	-
D. Degree of Maturity	27	26	1	-
E. Self-Image	27	24	3	-
F. Patterns of Interpersonal Relationships	26	23	3	-
G. Internalizations of Culturally Derived Beliefs, Values, Activity-Patterns, and Norms	16	8	8	-
Sub-total	232	185	47	4
II. Socio-Cultural				
A. Cultural Derivations				
1. Beliefs and values	30	25	5	-
2. Activity-patterns	26	26	-	-
B. Social Structures and Dynamics				
1. Family	28	28	-	-
2. Educational system	30	17	13	-
3. Peer group	28	27	1	-
4. Ethnic group	13	13	-	2
5. Class	17	17	-	1
6. Territorial group	10	10	-	3
7. Economic system	10	10	-	4
8. Governmental system	19	19	-	-
9. Religious system	16	7	9	2
Sub-total	227	199	28	12
Grand total	459	384	75	14

forty-seven excerpts originating from two sources on the Personality side, intellectual potential and ego-functioning made up the largest percentage of these. This is worthy of note because of its implications. At this agency the psychiatrist and psychologist share in the assessment of the client's social functioning. The psychiatric reports always contain more information pertaining to the individual's intellect and ego-functioning than any of the other factors.

Interpretation of Data

Table 8 brings out the nature of the data obtained. Of the total number of excerpts obtained, fifty-four per cent were classified as datum plus interpretation; twenty-one per cent as datum only; and twenty-five per cent as interpretation only. It was significant to note that for the Personality items, basic thrusts, drives, instincts and internalizations of culturally derived beliefs, values, activity-patterns, and norms, there were no excerpts under the "datum only" column; in general, a large amount of data pertaining to personality was classified as "interpretation only." This may be an indication that factual data concerning these items are not sufficient. The total number of excerpts classified as "datum plus interpretation" far surpass the other two categories combined. The implication here is that when the social worker at this agency assessed a child's social functioning, a factual statement was usually present to substantiate the worker's own thinking.

Through the author's statistical presentation of factors included in this agency's assessment method, it is seen that on one side, the social and cultural forces play an important role in shaping the mores and values

TABLE 8
INTERPRETATION OF DATA

Factors	Schedules With Data				Schedules With No Data
	Total Incidence	Datum Plus Interpretation	Datum Only	Interpretation Only	
I. Personality					
A. Innate or Genetic Potential					
1. Intellectual potential	30	13	17	-	-
2. Basic thrusts, drives, instincts	19	8	-	11	1
3. Physical potential	22	13	7	2	1
B. Physiological Functioning	17	8	4	5	1
C. Ego Functioning					
1. Identifiable patterns for reacting to stress	24	13	2	9	1
2. Internal organization of personality	24	12	4	8	-
D. Degree of Maturity	27	11	9	7	-
E. Self-Image	27	15	3	9	-
F. Patterns of Interpersonal Relationships	26	19	3	4	-
G. Internalizations of Culturally Derived Beliefs, Values, Activity-Patterns, and Norms	16	9	-	7	-
Sub-total	232	121	49	62	4

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TABLE 8 (Continued)

Factors	Schedules With Data				Schedules With No Data
	Total Incidence	Datum Plus Interpretation	Datum Only	Interpretation Only	
II. Socio-Cultural					
A. Cultural Derivations					
1. Beliefs and values	30	5	14	11	-
2. Activity-patterns	26	6	9	11	-
B. Social Structures and Dynamics					
1. Family	28	25	1	2	-
2. Educational system	30	23	5	2	-
3. Peer group	28	4	5	19	-
4. Ethnic group	13	9	-	4	2
5. Class	17	13	3	1	1
6. Territorial group	10	7	1	2	3
7. Economic system	10	8	1	1	4
8. Governmental system	19	18	1	-	-
9. Religious system	16	10	5	1	2
Sub-total	227	128	45	54	12
Grand total	459	249	94	116	14

of a person, on the other are the unconscious psychic forces that are motivating factors in human behavior. The crucial influence of the family, the larger social system, and the culture is recognized by social workers at the Leake and Watts Children's Home in etiology and in treatment or correction of individual dysfunction.

CHAPTER V

SUMMARY AND CONCLUSIONS

This study, executed by social work students of the Atlanta University School of Social Work, class of 1963, is the second in a series of such studies designed to test the Model for the assessment of social functioning. More specifically, the aim of the study was to ascertain to what extent there was correspondence between the factors of assessment included in the Model and the extent to which social agencies utilize these factors in their assessment of an individual's social functioning.

The beginning phase of the project was carried out through the participation of twenty-seven second-year students of the School, during their six-month block field placement which extended from September 4, 1962 to February 28, 1963. Agency records were studied to accomplish the purpose of the study.

The data used by the author were gathered from ten closed records of the Social Service Department of the Leake and Watts Children's Home, Incorporated, in Yonkers, New York. Established in 1827, the Leake and Watts Children's Home is a child-care agency currently caring for over four-hundred and fifty children, through institutional care, foster care, after care or the adoption program. This is a multiple function agency which receives children from the Public Welfare Departments, the Children's Courts, various private agencies, churches, and from their own parents and relatives.

The social work service at the agency in which the study was done is an integral part of the child-care program. Leake and Watts' entire service is psychiatrically oriented and the agency operates with the overall development of the child in mind. Each child is regarded as being endowed

with individual personality and potentialities. Every fact that the social worker can learn is of value to her in helping to understand the child, and is recorded by the agency worker and kept in the child's folder.

Implicit in the literature is agreement among social work writers that assessment is important because it requires the worker to sift out pertinent facts from a mass of data and to organize these facts in such a way that he can develop an understanding of the phenomena with which he is working.

A review of the literature indicated that there are a variety of terms used to describe what the author refers to in this study as assessment. For the purpose of this study, assessment was defined as the identification and evaluation of those socio-cultural and individual factors in role performance which make for social dysfunction as well as adequate social functioning.

There is no universal agreement in the field of social work as to what factors should be included in assessment. Authorities and practitioners are continuously attempting to identify elements in assessment. The Model of this study is an attempt to identify the specific components in assessment.

The tentative Model of social work assessment prepared by the Human Growth and Behavior and Research Committees of the Atlanta University School of Social Work, categorizes the components in assessment under two main headings--personality factors and socio-cultural factors. The results of this study show that there is a high degree of correspondence between the factors of assessment included in the Model and the extent to which the Leake and Watts Children's Home utilizes these factors in its assessment of an individual's social functioning.

On the socio-cultural side of the Model, the researcher found during her analysis of the schedule content that there was an equal distribution of data for the two classes pertaining to territorial group. In relation to beliefs and values, the highest percentage of excerpts was classified as implications for role performance. The agency strongly believes in preparing the children under its care for various roles in life. It was of significance to note that the data classified under the items, family and peer group, were almost overwhelmingly in terms of interactional patterns. A preponderance of data pertaining to educational system were classified as level of achievement and adjustment.

The researcher found the following in her tabular analysis of the schedule content: (1) Research data reflected the agency's major concern to be with the personality factors listed on the model. (2) The heaviest incidence of data, a total of two-hundred and fifty-one excerpts pertained to the personality factors. The majority of the data fell in the category of "three insertions per item"; this was true of both the personality and the socio-cultural factors. Data were obtained for all of the factors listed on the schedules. A grand total of four-hundred and ninety-nine excerpts were found in relation to the twenty-one schedule items. (3) On the personality side there were a total of four schedules with no information pertaining to one of the following items--basic thrusts, drives, and instincts, physical potential, physiological functioning, and identifiable patterns for reacting to stress. More frequently, the client (child) was the person discussed. It was of significance to note that the largest percentage of data was obtained and recorded in the social work narrative part of the record by a social worker. (4) The data collected reflected that

the agency utilized all of the factors in making an assessment of social functioning.

The author found in the study of ten records from the closed files of the Leake and Watts Children's Home that this agency gives almost equal consideration to the factors of assessment included in the Model prepared by the Committees of the Atlanta University School of Social Work.

APPENDICES

APPENDIX A

ASSESSMENT* OF SOCIAL FUNCTIONING: MODEL

<u>Personality Factors</u>	<u>Social Functioning (role performance) In Social Situations</u>	<u>Socio-Cultural Factors</u>
<p>A. Innate or Genetic Potential</p> <ol style="list-style-type: none"> 1. Intellectual potential (intelligence) 2. Basic thrust, drives, instincts 3. Physical potential <p>B. Physiological Functioning</p> <p>C. Ego Functioning (Intra-psycho adjustment)</p> <ol style="list-style-type: none"> 1. Identifiable patterns developed for reacting to stress and restoring dynamic equilibrium. 2. Internal organization of the personality. <p>D. Degree of Maturity</p> <p>E. Self-Image</p> <p>F. Patterns of Interpersonal Relationship and Emotional Expression Related Thereto.</p> <p>G. Internalizations of Culturally Derived Beliefs, Values, Norms, Activity-Patterns, and the Feelings Appropriate for Each.</p>	<p>Adequate role performance requires:</p> <ol style="list-style-type: none"> 1. Action consistent with system, norms and goals 2. The necessary skills in role tasks and interpersonal relationships. 3. The necessary intrapersonal organization. 4. Self and other(s) satisfactions. 	<p>A. Cultural Derivations</p> <ol style="list-style-type: none"> 1. Beliefs and values (symbol system) 2. Activity-patterns 3. The feelings appropriate to each of the above. <p>B. Social Structures and Dynamics</p> <ol style="list-style-type: none"> 1. Family 2. Education 3. Peer groups 4. Ethnic groups 5. Class 6. Territorial groups 7. Economic groups 8. Political groups 9. Religious groups

*Assessment: The identification and evaluation of those socio-cultural and individual factors in role performance which make for social dysfunction as well as adequate social functioning.

APPENDIX B

ASSESSMENT SCHEDULE

Identifying Information

Name of Agency: _____ Name of Student: _____

Social Work Method and
Field of Practice: _____ Date Schedule Completed: _____

Agency Staff Member: _____

Case

Code number of record: _____

Client's Sex: _____

Dates of case duration and client's age:	<u>Date</u>	<u>Age</u>	<u>Date</u>	<u>Age</u>
Opened	_____	_____	Closed	_____
Opened	_____	_____	Closed	_____
Opened	_____	_____	Closed	_____
Opened	_____	_____	Closed	_____
Opened	_____	_____	Closed	_____

(Place asterisk (*) before the period(s) used in this schedule.)

Nature of the Problem: _____

	2	3	4	5	6	7	8	9
PERSONALITY FACTORS ¹	Incidence	Person Discussed	Location	Stage in Contact	Origin	Source	Breadth	Interpretation
A. Innate or Genetic Potential								
1. Intellectual Potential								
1)								
2)								
3)								
2. Basic Thrust, Drives, Instincts								
1)								
2)								
3)								

¹Pages 3-12 follow this same form, except the remaining factors shown in the classification of factors were included.

APPENDIX C

SCHEDULE INSTRUCTIONSGeneral

NOTE: ALL INFORMATION ON THE SCHEDULE SHOULD BE CONSIDERED CONFIDENTIAL.

1. Read each question carefully and follow instructions on this sheet.
2. Every item in the schedule must be checked. Do not leave any question unanswered.
3. Write legibly. Be sure to use either a Number 2 lead pencil, ball point pen, or typewriter. The object is to keep the work neat and clear. If a typewriter is used, please re-staple forms when they are completed.
4. Read the concepts and definitions carefully before attempting to complete each item on the schedule.
5. Check the completed schedule to be sure all questions have been answered.

SPECIFIC INSTRUCTIONS:

1. The schedule is to contain all excerpts relating to any factor.
2. With reference to the item on the face sheet, "Nature of the problem," this does not have to be an excerpt. The student should consider the problem(s), as seen by the referral source, the client, the worker at the time the case was opened, as well as problems seen while the case was carried, and then work out a summary statement of this material, including the reason for acceptance of the case by social work, why this problem falls within the scope of social work.
3. Do not write in any other space except that provided on the schedule. When space has been exhausted, indicate that the material is to be continued, and continue on separate sheets. Be sure to include the following on the separate sheet: (1) code number of record; (2) Number of continued item. (e.g. A2).
4. Include only excerpts pertinent to the question asked. An excerpt is a direct quotation of any length from the record. In some instances you may paraphrase. Paraphrases should be included in brackets [] for clarity. Anything that is not a direct quotation should be put in brackets.
5. If the student feels that a certain excerpt could be cited under two items on the schedule with equal propriety, the excerpt should be copied under the first item on the schedule, followed by the notation in brackets [See also item _____] and a notation made on the second item referring to the first item.

APPENDIX C (Continued)

6. If whole sentences are not quoted, be sure to use three periods (...) to indicate the omission of part of a quote. Four periods (....) are used if omissions are made at the end of a sentence.
7. When the classification of an excerpt in a certain factor is not obvious, indicate in brackets your thinking on which you based your classification, e.g., the case context.
8. Case record material needs to be interpreted as to content in order to determine under which item it should be entered on the schedule. For example, "Diagnosis" may relate to physical potential, physiological functioning, ego functioning, et cetera.
9. The definitions are phrased to connote a positive datum of some kind, but entries are required also for negatively expressed data, e.g., "no significant physical abnormalities have been noted."
10. Although a "key client" needs to be chosen if a record concerns a family or group, the excerpts may deal with information about this client and also about other significant persons in the situation.
11. Use the "Instructions for Analysis of Schedule Content" to ascertain the needed information for analysis of the excerpt. Classification of Content is to be entered following the excerpt. Points 2-9 are to be entered in the relevant column on the right-hand portion of the schedule.

APPENDIX D

Instructions For

ANALYSIS OF SCHEDULE CONTENT

The following points are to be applied to each item on the schedule:

1. Classification of Content. This must be worked out by each student; the following are illustrations.

Physical Potential - bodily build, features, height, teeth, etc.

Intellectual Potential - I.Q.; classification (e.g. mildly retarded, normal, superior); social adjustment; cause of condition (congenital cerebral defect).

Internal Organization of the Personality - discussion of ego or id or super-ego; 2 or 3 of the above; personality integration; flexibility - rigidity.

Self-Image - does the information describe a partial ("I'm not a good father") or a total (I'm unworthy") aspect of the person?

2. Incidence of Data

a. Number of Excerpts

b. No data

3. Person Discussed in the Excerpt, e.g. client, relative (specify relationship to client).

4. Location of Excerpt in Record

a. Face sheet

e. Summary

b. Narrative record

f. Staffing

c. Clinical record

g. Other (identify)

d. Letter

5. Stage in Agency Contact when Information was Obtained, e.g. during intake process, early, late, etc.

6. Origin of Data (information obtained by)

a. Social worker in own agency

b. Social worker in other agency

c. Other discipline in own agency; identify discipline.

d. Other discipline in other agency; identify discipline; identify kind of agency.

APPENDIX D (Continued)

7. Source of Data (data obtained from)
 - a. Client
 - b. Other person (non-professional)
 - c. Personal document (letter, diary, etc.)
 - d. Measurements e.g., tests of vision, intelligence, aptitude, personality
 - e. Observation or impression of social worker
 - f. Unknown
8. Breadth of Data (number of sources of information)
 - e.g. 1 source: statement by client
 - 2 sources: statement by client and statement by his mother
 - 3 sources: statement by client, by worker, by other discipline.
9. Datum or Interpretation
 - a. Datum only, e.g., "he is an only child."
 - b. Interpretation only, e.g., "he projects these feelings on his mother."
 - c. Datum plus interpretation, e.g., "he excels in his studies, to compensate for feelings of weakness."
 - d. Cannot be classified.

APPENDIX E

CLASSIFICATION OF FACTORS

I. Personality Factors

A. Innate or Genetic Potential

1. Intellectual potential
2. Basic thrusts, drives, and instincts
3. Physical potential

B. Physiological Functioning

C. Ego Functioning

1. Identifiable patterns for reacting to stress
2. Internal organization of personality

D. Degree of Maturity

E. Self-Image

F. Patterns of Interpersonal Relationships and Emotional Expressions Related Thereto

G. Internalizations of Culturally Derived Beliefs, Values, Activity-Patterns, and Norms

II. Socio-Cultural Factors

A. Cultural Derivations

1. Beliefs and values
2. Activity-patterns

B. Social Structures and Dynamics

1. Family
2. Educational system
3. Peer group
4. Ethnic group
5. Class
6. Territorial group
7. Economic system
8. Governmental system
9. Religious system

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